Rubric for Evaluating Adaptation Applications

Total: 100 points

Team Makeup

Roles and Experience (20 points)

The proposal describes the roles and experience of team members and how they will contribute to the project. The roles and experience of team members are in alignment with the project vision and workplan.

Team members include people with the following areas of expertise/experience:

- **Subject matter:** Teaching and/or research experience in this field of study.
- **Indigenous pedagogies and ways of knowing:** An Indigenous person or Indigenous-led unit with knowledge and experience in revising and reimagining educational materials to incorporate and centre Indigenous ways of knowing and pedagogies.
- **Equity, diversity, and inclusion (EDI):** Experience in equity and justice-focused education and making educational materials (or the field of psychology generally) more inclusive. This includes but is not limited to anti-racism, queer inclusion, disability justice, decolonization, and epistemic justice.
- **Accessibility and Universal Design for Learning:** Experience designing educational materials that are accessible, easy to use and understand, and customizable based on students' access needs. This includes but is not limited to web content accessibility guidelines (WCAG), Universal Design for Learning (UDL), and plain language best practices.
- **Student contributors:** Graduate and/or undergraduate students who can bring their perspectives as people who have taken or are taking a course aligned with the identified textbook.

Team Diversity — Individual (10 points)

The team is made up of people with a variety of lived experiences, perspectives, and identities. This can include but it not limited to race, ethnicity, skin colour, ancestry, place of origin, political beliefs, religion, marital status, family status, ability, sex, gender identity and expression, sexual orientation, age, and class or socioeconomic status.

Note: Preference will be given to projects with team members who are part of equity-deserving groups (including but is not limited to Black people, Indigenous people, other people of colour, disabled people, and LGBTQ2S+ people).

Team Diversity — Institutional (10 points)

The team includes:

- Graduate and/or undergraduate students (note: students should be in roles that allow them to contribute to the project in meaningful ways)
- People from different roles (i.e., instructor, librarian, instructional designer, Indigenous advisor)
- Indigenous community members and/or people with Indigenous curriculum and pedagogy expertise

- People from more than one B.C. post-secondary institution
- People from rural or remote post-secondary institutions

Project Plan

Vision and Goals (20 points)

The proposal provides a vision for the project that describes:

- Why the project team would like to adapt this textbook
- The values and/or priorities that will guide the project team's approach to the adaptation
- The impact the project team hopes this adaptation will have on the students and instructors who use this book in the future

The vision is in alignment with the goals for the funding.

Workplan (20 points)

The proposal provides a high-level overview of the work your team will do to complete the project by the deadline. The workplan should:

- Describe the key activities or stages of the project.
- Align with the team's vision and the goals for the funding.
- Ensure collaboration and meaningful engagement across the team throughout the project. This means people with different roles/areas of expertise can influence the project from the beginning, and there are opportunities for feedback and input at various stages.

Time Line (10 points)

The time line is realistic and specific, accounts for all the work described, and allows for all work to be completed by March 31, 2024.

Budget (10 points)

The budget is easy to understand. It clearly outlines all direct and in-kind costs and when those costs are expected to occur. Team members are paid fairly for their expected contributions.